

Why the Arts?

- Fun
- Great community builders
- Help us find who we are
- Develops the brain learning connection
- Creates great memories
- There is learning in the arts
- Students are more engaged
- Student and teachers are happy
- Make us a whole person
- Learning modalities
- Passion
- Depth
- Memories
- Everyone can have success
- Touches emotions
- Makes everyone feel needed
- Vehicle to pass on cultures and to understand them
- Allow us to relax and put things into perspective
- Arts are what we choose in spare time
- Let us participate at any level
- Mirror to our cultures and world
- Takes time/involves practice
- Creates order, meaning, purpose, richness in the universe
- Form of expression and communication
- Connects people with differences
- Soothing and relaxing
- potential career
- exercises thinking, cooperative skills/potential and group learning
- Emphasis on individual
- help us appreciate beauty and other higher level stuff
- Allows student to express emotions and come out of their comfort zone
- Opens skills that students environment has created
- Go to the product level or enjoy the process
- Used to help us appreciate the world around us (i.e., music and lyrics when combined is very personal and can be altered to enhance interpretation)
- Connects us to nature - stress reliever - restores sense of center
- Life-long journey
- Universal communication/ language
- Unity
- Understand the “why” to life
- The arts give a place to everyone especially special needs students
- Respect for other cultures
- Adds purposeful learning (solidifies learning)
- Opens peoples minds
- Heart of humanity
- Get the public involved
- Design a better future
- Great connection to the unknown
- Higher test scores
- Better environment throughout school
- Community public relations (excellent)
- The public wants to see the arts in school
- The arts are part of us and our daily life
- Even in death - there is beauty
- Art allows you to see something in a different light
- Facilitates interdisciplinary strategies
- The arts keep the “human” in humanity
- The arts are the means of sharing our inner self, soul, essence, heart of previous cycles
- Help us understand our feelings
- Can help students make sense of other academic subjects
- Brings out emotions

- For some children, the arts are their only way of expression
- Enhance/increase memory
- Arts add color -everything else is black and white
- A place for everyone
- Creates an unspoken bond
- Helps us understand and define our feelings
- Organizes our brains
- Touches our soul
- Defines our uniqueness
- Helps square pegs fit in round holes of society
- The arts are the essence of our culture
- Without the arts we lose who we are
- Builds greater unity in schools
- The arts can give a place to everyone
- The arts give you options, variety
- Brings you into more intimate contact
- Expressed in multiple ways
- Creativity is the most noble activity in life
- Notion of the power of God
- Communication without words
- Special needs children (includes ESL) may achieve
- No boundaries/fences

Art Education and School Reform

In addition to the intrinsic value of art itself, arts education has the potential to transform education in ways that no other discipline can, lending value to four different learning domains:

- **Cognitive Skills:** Studies have shown that the arts develop the critical thinking skills of problem posing, analysis, evaluation, and decision making. Arts education develops the ability to interpret and understand complex symbols in the same manner as language and mathematics.
- **Creative Skills:** Arts education plays a central role in fostering creativity, developing imagination, enabling students to envision alternative possibilities. The arts create the capacity for experiencing the sense of 'moment,' shaking up the consciousness and inspiring innovation.
- **Workplace Skills:** The arts develop "knowledge workers" - those employees who possess a pallet of higher-order thinking skills, delivering precisely what the workplace wants.
- **Pedagogical Benefits:** Because an arts education develops a diverse range of cognitive abilities, it helps teachers promote achievement across disciplines, fostering the development of spatial, mathematical, and logical, and physical abilities.

If all school reform is about improving teaching and learning, and if quality teaching and learning incorporate the best of the arts, then school reform must be connected to the arts.

Source: *The Arts: Dynamic Partners in Building Strong Schools*. www.artedoet.gettyedu

THE TOP 10 ARGUMENTS FOR ARTS EDUCATION

Studying the arts helps students achieve in the arts and in other academic disciplines

The arts have a special potential for engaging all students. The traditional practices of the arts can improve teaching and learning in all areas.

The arts prepare students for the workplace

The arts demand high standards, analytical thinking, creative thinking, practice, discipline, teamwork, and follow-through – all qualities that employers say they need in workers. Students in art classes learn how to deliver a product.

Arts education is important to America's ability to compete internationally

Other developed countries with which we compete do not miss the opportunity to ensure that their children have opportunities to cultivate their utmost mental and emotional capabilities.

The arts are a significant part of the United States economy

Six percent of the gross national product is based on the arts, more than is based on construction (4.8%) and just under wholesale trade (6.9%). As an example, each year the non-profit arts alone contribute \$156 million to the economy of Miami and \$122 million to the economy of Pittsburgh. Additionally, one area in which the United States has a significant positive trade balance is in the arts.

The arts encourage self- discipline and persistence

The arts bring parents into schools

Every educator knows that there is no better way to bring a child's education alive for a parent than to exhibit a student's products or showcase their performances.

The arts build business and community participation

Arts education provides opportunities for partnerships with business, cultural institutions, local artists and others to educate students and enrich communities.

The arts teach us about human nature and culture

The quality of civilization can be measured through its music, dance, drama, architecture, and visual art and literature.

The arts teach cultural diversity in an increasingly diverse nation

The arts are basic to life

The arts are the language of human expression, understanding and functionality. They convey form and meaning to and from the world around us. We deal with the arts every day in such things as advertising, architecture, fashion, and media.

"During the past quarter century, literally thousands of school-based programs have demonstrated beyond question that the arts can not only bring coherence to our fragmented academic world, but through the arts, students' performance in other academic disciplines can be enhanced as well."

Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching

"The arts are a fundamentally important part of culture, and an education without them is an impoverished education leading to an impoverished society."

The Arts and Academic improvement: What the Evidence Shows, Executive Summary, Harvard Project Zero
June 2000. Page 4

"The Arts are vital - not just important, but vital - because they are the only subjects permitted in the public school curriculum which teaches who we are and what we are. The primary purpose of the arts are to heighten in each of us the sense of wonder which makes us human beings."

Don Gale, KSL TV, February 2000

"Although Gardner's theory of multiple intelligences has encouraged educators of all subjects to use a variety of teaching strategies, the idea that some individuals are visual/spatial, musical/rhythmic, or bodily/kinesthetic learners merely reinforces what many arts educators say they already knew: Studying the arts reaches some children in ways that other instruction doesn't."

Glenn Ray quoted in Arts Education: A cornerstone of Basic Education, *Curriculum Update*, ASCD, Spring 1998, p. 2

"Tomorrow's workforce - and, especially, its leaders - will need broad abilities beyond technical skills. There will be a demand for people who are creative, analytical, disciplined, and self-confident - people who can solve problems, communicate ideas, and be sensitive to the world around them. Hands-on participation in the arts is a proven way to help develop these abilities."

Laura Longley, Gaining the Arts Literacy Advantage, ASCD, October 1999

"Research shows that important thinking and learning skills are taught through the arts, including how to solve problems. how to make decisions, how to ask questions, how to analyze information, how to evaluate, and how to figure out the next step in a project. Through the arts, students develop flexibility and a willingness to learn. Arts education requires the mastery of knowledge and skills, including performance and production. It requires persistence on the part of students. They learn responsibility and reliability. That sounds like a recipe for a classroom where both students and teachers can be happily engaged in teaching and learning."

Stephen F. Ronnenkamp, Superintendent, Granite School District, *From My Desk*, November 20, 1998

How the Arts Humanize Learning Environments

In the fall of 1990, the National Endowment for the Arts (NEA) sponsored a study exploring the role the arts play in promoting excellence in education.

The study found that the following were some of the ways the arts humanized learning environments.

- The arts improve the aesthetic environment of the school and make it relate to the students.
- The intuitive, imaginative, and emotive aspects of the children are engaged in a complement to the sciences.
- History and the study of other places is made more human and more real. Artists' perceptions add insight about life now and in the past.
- Through the arts, students can develop empathy and compassion, the bases of relating to and cooperating with others.
- The multi-cultural/transcultural aspects of the arts afford appreciation and acceptance of diversity.
- Whereas the focus on the "three R's" can often stress skills over personal development, the arts teach both.

Source: Understanding How the Arts Contribute to Excellent Education, Prepared for the National Endowment for the Arts by OMG, Inc. with Charles Fowler and Bernard J. McMullan, 1991

How Schools Benefit from a Strong Arts Program

The Arts Education Partnership Working Group, under the sponsorship of the John F. Kennedy Center for the Performing Arts and the J. Paul Getty Trust, issued a report in January 1993 called *The Power of the Arts to Transform Education: An Agenda for Action*.

The report sites multiple benefits for schools with strong arts programs that include:

- Intensified student motivation to learn.
- Better attendance among students and teachers.
- Increased graduation rates.
- Improved multi-cultural understanding.
- Renewed and invigorated faculty.
- More highly engaged students.
- Development of a higher order of thinking skills, creativity, and problem-solving ability.
- Greater community participation and support.

Source: The Power of the Arts to Transform Education, developed by the Arts Education Partnership Working Group (Washington, DC: John F. Kennedy Center for the Arts, 1993)

Interdisciplinary Learning and the Arts

The visual arts in the school curriculum can be an ideal core for interdisciplinary learning. Few subjects lend themselves so well to the presentation and examination of the scope of human endeavor, especially because many artworks both predate and extend beyond written records and therefore serve as unique historical and cultural markers.

Several reasons support why the arts lend themselves to an integrated curriculum:

- Although we may debate specific meanings, the messages of great art are universal and understandable to all, regardless of divisions by time and culture.
- Because works of art are frequently the most valid records of past civilizations and societies, the visual arts can serve as time machines transporting students to prehistoric times and ancient cultures.
- Art is a common experience, a thread through the centuries and all cultures and civilizations.
A uniquely human activity, the making and appreciation of art marks an important stage in human intellectual development.
- The creation of art is fundamental and necessary. In most non-Western cultures, art-making is an essential part of the culture, not a separate entity.
- The creation of art has sparked invention and exploration in other disciplines.

Source: 'Teachers Program Guide' for *Connections in Art* by Cynthia Colbert and Rebecca Brooks. Davis Publications, 2000.

VALUE ADDED: HOW ARTS EDUCATION BUILDS THE SKILLS THAT BUSINESS VALUES

1. An education in the arts encourages high achievement.
2. Study of the arts encourages a suppleness of mind, a toleration for ambiguity, a taste for nuance, and the ability to make trade-offs among alternative courses of action.
3. Study of the arts helps students to think and work across traditional disciplines. They learn both to integrate knowledge and to "think outside the boxes."
4. An education in the arts teaches students how to work cooperatively.
5. An education in the arts builds an understanding of diversity and the multi-cultural dimensions of our world.
6. An arts education insists on the value of content, which helps students understand "quality" as a key value.
7. An arts education contributes to technological competence.

THINKING SKILLS IN THE ARTS CURRICULUM

- Arts education encourages nonalgorithmic reasoning, i.e., a path of thinking and action that is not specified in advance, a characteristic that often leads to novel solutions.
- Arts education trains students in complex thinking, i.e., thinking in which the path from beginning to end is not always visible from the outset or from any specific vantage point - as, for instance, when a student learns a piece of music, or has to solve unforeseen problems with the use of materials.
- Arts education encourages thinking that yields multiple rather than unique solutions, as when an actor tries different ways of portraying a character, each with its own costs and benefits.
- An arts education asks students to use multiple criteria in creating a work of art, which sometimes conflict with each other, as when artistic goals fight with clarity of communication.
- Arts education involves thinking that is laced with uncertainty. Not everything that bears on the task is known, for example, whether a particular kind of paint will achieve the desired artistic effect.
- Arts education requires self-regulation of the thinking process itself, as when students are forced to make interim assessments of their work, self-correct, or apply external standards.
- Arts education involves learning how to impose meaning, finding structure in apparent disorder, as when purpose emerges from seemingly random movements in a modern dance.
- Arts education also involves nuance judgment and interpretation, as when playwrights work to find exactly the right words to establish a character, signal a turn of plot, or achieve an emotional effect.

Source: Lauren B. Resnick, *Education and Learning to Think*, Washington, DC: National Academy Press, 1987.

An Arts Education Builds Specific Workforce Skills that Business Values

An arts education teaches directly life attitudes and skills that businesses are looking for. More and more executives are beginning to discover not only that the arts make for a more stimulating and rewarding work environment, but that they can also have a direct, positive impact on the bottom line. In business lingo, the study of the arts provides "value added."

1. An education in the arts encourages high achievement.

Arts instruction pushes students to perform - and to produce - by offering models of excellence, and by clearly defining the paths for achieving it. Schools that incorporate music, art, dance, drama, and creative writing into their curricula discover they can make a significant impact on overall school success. Students who take arts courses in high school, for example, outperform students who don't on the Scholastic Aptitude Test (SAT), according to the College Entrance Examination Board. In 1995, SAT scores for students who studied the arts for four years scored 59 points higher on the Verbal portion and 44 points higher on the mathematics portion than students with no arts course work.

2. Study of the arts encourages a suppleness of mind, a toleration for ambiguity, a taste for nuance, and the ability to make trade-offs among alternative courses of action.

The truth that there are many ways of seeing the world and interpreting it is fundamental to an education in the arts. The vision of van Gogh is not the vision of Jasper Johns. Young people who create a dance to express the "meaning of independence" learn that there is no "right" way to present that idea, only movements that are faithful to the idea itself. Says former ARCO president and CEO William F. Kieschnick, "those at home with the nuances and ambiguities of art forms are far more likely to persist in the quest to resolve ambiguity in the practical world." Knowing how to shift intellectual gears beats rigid thinking every time.

3. Study of the arts helps students to think and work across traditional disciplines.

They learn both to integrate knowledge and to "think outside the boxes." With some exceptions, the tendency in American public education is to pay scant attention to the integration of learning. Today's school curricula still mirror the 19th century German university system of academic "disciplines." Forty-five-minute class periods are parceled out to English, physics, and civics with the result that students seldom see their studies as a whole. Nor are they taught how to breach subject-area lines to enhance learning in more than one discipline, or how to create contexts for new knowledge that do not necessarily fit into the traditional disciplinary boxes.

Arts education affords excellent opportunities for breaking down such barriers. At New Dorp High School on Staten Island, for example, the art history and aesthetic components of required arts classes tie into the cultures explored in the school's Global Studies curriculum. Art teachers construct their own curriculum units, which use economic, historical, geographic, and political factors as they relate to the art of each culture, country, and continent.

Similarly, leading-edge companies, which now spend millions annually to spark imagination throughout their organizations, find that the most creative ideas come from people who are not bound by conventional modes of thinking. Says A. Thomas Young, former executive vice-president of Lockheed Martin, "many great ideas come from people poking around unfamiliar disciplines - often the arts - who apply what they find to their own field." Knute Rockne, he points out, patterned backfield formations for Notre Dame's famed "Four Horsemen" after watching a dance performance, and military designers borrowed Picasso's cubist art to create more effective camouflage patterns.

4. An education in the arts teaches students how to work cooperatively, and how to work out conflicting points of view.

Both skills are critical in the workplace. Playing in a school orchestra, singing in a choir, and putting on a dramatic production are all cooperative activities; they require and create well-developed communication and interpersonal skills. In a 1992 Wall Street Journal article, John Kelsch, director of quality at Xerox, put it this way: "We want to hire students who are better prepared...to work in team environments, and we want them to understand work as a result of processes.

5. An education in the arts builds an understanding of diversity and the multi-cultural dimensions of our world.

Every art object (play, composition, painting, sculpture, dance, poem) invites the student who encounters it to see the world from someone else's vantage point. All the arts naturally draw on other cultures - their tales, songs, histories, myths, and values - to create meanings. Sometime before 2050 the United States will become a "majority - minority" nation. Those demographics make these capabilities crucial to education and the future of our children. An arts education can lay the foundation for a deeper understanding of the global marketplace as well.

6. An arts education insists on the value of content, which helps students understand "quality" as a key value.

Real arts education goes well beyond mere "appreciation" for the arts. It also includes performance, creating products, and the mastery of the knowledge, skills, and persistence required to do both. The idea of quality also enters arts education as students strive to make their next work better than the last. If that sounds like W. Edwards Deming and "continuous improvement," it is.

Arts education students also experience the strong connection between personal (or group) effort and quality of result. They also come to understand and value what makes a work of art "good"

and what it means to work to a standard. That kind of education is not just education about art, it is education about life.

Not incidentally, this engagement with content, quality, and standards is why "exposure programs" (e.g., periodic trips to the art museum or visits by a string quartet from the local symphony) are insufficient compared to a basic education in the arts. The arts are not a kind of cultural vaccine a student can take with a simple injection. Real engagement with content in the arts takes hard work - practice, study, and repeated assessment - just as learning English composition and French take hard work. Without rigor, students never get to quality; in an arts education, they get rigor.

7. An arts education contributes to technological competence.

Technology has always been integral to the arts, from ancient times when sculptors in marble used metallurgy to hone their chisels, to the studios of today, where metals are shaped using acetylene torches. Similarly, the dramatists of ancient Greek theater had a profound knowledge of acoustics, while their modern counterparts are masters of such technologies as electronic sound, lighting, film, and television. In all the arts disciplines, a wide variety of technologies offer students ways to accomplish artistic, scholarly, production, and performance goals. New technologies also make it possible for students to try out a vast array of solutions to artistic problems. Well used, interactive media - which are a combination of artistic and technological resources - spark creative thinking skills, as any parent can testify whose 10-year-old has reprogrammed the VCR!

Used appropriately, technology extends the reach of the learner. Not only can interesting and innovative technologies attract students to the arts, the arts also attract students to technology and encourage technological competence. Employing computers to create media animations calls on the same competencies business needs to strengthen the workforce.

Sharon Morgan, executive director of the Oregon Coastal Council for the Arts, insists that arts-in-technology programs impart a special kind of academic discipline. She reports that the kids in our Animation Project find that while the software may give them quick access to working tools, the work is hard. When they find out how difficult it is, some naturally fall by the wayside. But it turns others around. Animation arts have introduced them to why they need a broad and content-rich education."

Why the Arts Are Basic to Education

- The arts enhance students creativity and increase creative thinking and problem-solving abilities.
- The arts are integral to human development in dimensions such as use of both hemispheres of the brain, development of cognitive, affective, and psychomotor skills and learning styles.
- The arts increase communication skills vitally needed in today's complex society.
- The arts enhance basic literacy skills including cultural literacy and non-verbal stimuli.
- The arts enable students to acquire aesthetic judgement, a skill which enhances daily life and affects individual choices.

- The arts develop self esteem and help students gain a more positive self concept.
- The arts provide students better cross-cultural understanding through knowledge of civilizations and cultures past and present.
- The arts improve the school atmosphere and can aid in improving student attendance and decreasing the dropout rate.
- The arts provide numerous career opportunities both in the commercial and entertainment industries.
- The arts improve student performance in other subject areas.
- The arts are a valuable teaching tool in working with special populations such as students with physical or mental disabilities and those with limited English proficiencies.

Source: *Arts for Every kid.- A Handbook for Change* by Cory Ann Alperstein and Ronnie B. Weyl. See ERIC Document: ED365572

Art Education and School Reform

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Source: *The Arts: Dynamic Partners in Building Strong Schools*. www.artedoet.gettyedu

The Four Principles of Arts Advocacy

Advocacy must be principled, that is, bound by ethical responsibilities and commitment. Keeping in mind four general principles will help guide your arts advocacy efforts:

- **Public Awareness:** The public often lacks an understanding of the significance of the arts in education. Therefore, a number of strategies need to be employed to encourage individuals in the community to become personally involved in the arts. These include advertising events, publishing curriculum guidelines, and addressing stakeholders in the community.
- **Professional Development:** Generalists and specialists alike need to feel confident with the subject matter they are teaching. If this confidence is not achieved, arts programming is jeopardized. Therefore, the principle of professional development must be continuously addressed for and by all educators.
- **Policy-Making:** All arts organizations, at all levels need to be concerned with developing and promoting art education policy. Ideally, policies from one level to another should be philosophically parallel, reflecting a professional consensus.
- **Patronage:** While increased funding is important there is even a greater need for support through informed advocacy. Non- professional patrons of the arts need to become informed on what constitutes a quality arts education program.

Source: 'Informed Advocacy and Art Education' by Rita L. Irwin in the *BCATA Journal for Art Teachers*, v33 n1 Spring 1993. Also see ERIC Document: ED404220

WHY ARTS EDUCATION IS BASIC

1. An arts education contributes to the quality of education overall and builds critical thinking skills.
2. An arts education builds specific workforce skills that business values.
3. An education in the arts builds values that connect children to themselves and to their own culture and civilization.

An Arts Education Contributes to the Quality of Education and Builds Critical Thinking Skills

1. *An arts education engages students and invigorates the process of learning.* Educational researchers have shown that people use many routes to learning - including kinesthetic, visual, auditory, synthetic (putting ideas together), analytic (taking ideas apart), and other means. An education that uses the arts readily engages a wider variety of learning styles and increases learning potential for the student.
2. *An arts education sets many “hooks” to capture a student’s attention, appealing to many levels of experience at the same time.* For example:
 - The arts disciplines reach out to the mind because each is rooted in specific content. They all offer rigorous intellectual challenges. The cognitive problems of representing a particular light in a painting can be as formidable as those involved in constructing any scientific experiment.
 - In every art form, an arts education also engages a child across a broad spectrum of emotions; that is, after all, part of what any work of art is designed to do.
 - At the same time, an education in the arts brings many other faculties into play: curiosity, wonder, delight, a sense of mystery, satisfaction, unease when quality is neglected, and even frustration.
 - The various art forms have special forms of engagement: a dance engages the body and delivers exhilaration; a drama invites the willing suspension of disbelief, creating the context for a deeper message; a painting summons reflections; a song can open a new window onto events, ideas, and historical eras.
 - Altogether, what an arts education does is build connections between the content of the art form and the total experience of the student.
3. *An arts education teaches students to draw on new resources to empower their lives.* Dr. Ramon C. Cortines, former Chancellor of the New York City Schools, who has directed some of the most innovative school restructuring initiatives in California and New York, has this to say about the power of the arts for individual students:

“The arts, or the ‘Fourth R,’ offer a powerful tool for meeting the challenges of reform. Teachers want materials and activities that are hands-on, challenging students to move from the concrete to the abstract...[Everyone] has seen the life of a least one child changed by the power of a brush stroke, the discipline of a dance step, the expressive opportunities of music, and the searing courage and vitality of the theater. We know that to live full lives, all children, indeed all people, need opportunities to experience, appreciate, create, and reflect upon art.”
4. Perhaps most valuable of all, *an arts education teaches critical thinking skills.* This important point requires a full explanation. Because an education in the arts appeals to the great variety of human intelligences and contributes to the development of the “higher order thinking skills” in Benjamin Bloom’s *Taxonomy of Learning* - analysis, synthesis, and evaluation - it helps lay the groundwork students need to be successful in a world where the ability to produce knowledge is at a greater premium than ever before.

Professor Howard Gardner of Harvard University is widely known for his studies on the nature of human intelligence. He theorizes that far from being a single quality, intelligence comprises eight distinct areas of competence: linguistic, logical/mathematical, musical, spatial, bodily/kinesthetic, interpersonal, and intrapersonal. His work demonstrates that by making

use of all seven areas learning can be deeply enriched. Arts-based instruction is one of the best ways to engage all seven forms of intelligence. The thinking skills inherent in the arts disciplines teach students how the parts of a work of art fit together, how to create works of art using disparate materials and ideas, and how to judge the quality of the finished product their own and those of others.

Other key intellectual skills, such as problem posing, problem solving, and decision making, are integral to arts education as well. Professor Lauren B. Resnick, of the University of Pittsburgh, has drawn up a helpful list of the thinking skills nurtured by an arts curriculum (see sidebar page 9).

Research suggests that the arts can be a valuable tool for integrating knowledge across other academic disciplines, and that the arts can be effectively used to create cross-disciplinary curricula. An education in the arts can make this contribution because it develops the ability of students to see and think in wholes. As one of America's foremost experts on the "learning organization," Peter Senge, puts it:

"From a very early age, we are taught to break problems apart, to fragment the world. This apparently makes complex tasks and subjects more manageable, but we pay an enormous price. We can no longer see the consequences of our actions-, we lose our intrinsic sense of connection to a larger whole ... After a while, we give up trying to see the whole altogether."

COGNITIVE CONSEQUENCES OF THE ARTS IN EDUCATION

**As outlined by Dr. Elliot Eisner
Professor of Education and Art at Stanford University
in a Speech at the
National Conference of Young Audiences
on April 29, 1995**

1. Form, itself, is part of the content of experience. The way in which material is shaped has a profound effect on the quality of life that people experience when they address that content.
2. The arts help children learn that nothing stands alone; that relationships matter and that they are always present.
3. The arts help children learn that small differences can have large effects.
4. The arts help children learn that unlike much of what is taught in school, in the arts there are problems with multiple solutions and questions with multiple answers.
5. The arts teach youngsters that it is important to be alert for qualities in one's work that were not planned, but which can provide new and wonderful directions for the work itself.
6. The arts help children learn that not everything they experience or understand can be reduced to words, that they know more than they can tell, that depiction, as well as the description are important ways of portraying the world.
7. The arts help children discover that the deepest satisfactions can come from the work itself. The joy can reside in the journey.
8. The arts help children develop one of their most important cognitive abilities, the ability to imagine and to pursue its possibilities.
9. The arts help children learn how to see and to hear what the world is about; to become truly wide awake to what life itself can provide. It has to do with matters of meaning. Meaning is not...what you find in the world, meaning is what you make of the world and the arts open us

up to that world.